

CAT-4 Match to the British Columbia Curriculum

Level 13 to Grade 3

Reading British Columbia Curriculum, 2006 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Word Analysis	Vocabulary	Response to Text
Purposes (Reading and Viewing)				
B1 read fluently and demonstrate comprehension of a range of grade-appropriate literary texts , such as <ul style="list-style-type: none"> • stories from various Aboriginal and other cultures • stories from a variety of genres (e.g., folktales, legends, adventure, humour, biographies, mysteries) • series and chapter books • picture books • poems 				3, 5, 6
B2 read fluently and demonstrate comprehension of grade-appropriate information texts , such as <ul style="list-style-type: none"> • non-fiction books • textbooks and other instructional materials • materials that contain simple diagrams, charts, or maps • reports and articles from children's magazines • reference materials • web sites designed for children • instructions and procedures 				1, 2, 4
B3 read and reread just-right texts independently for 20 minutes daily for enjoyment and to increase fluency and comprehension				
B4 view and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters)				1, 2, 3, 4
Strategies (Reading and Viewing)				
B5 use a variety of strategies before reading and viewing, including <ul style="list-style-type: none"> • accessing prior knowledge to make connections • setting a purpose • making predictions • asking questions • previewing texts 				
B6 use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including <ul style="list-style-type: none"> • predicting • making connections • visualizing • asking and answering questions • using 'text features' • self-monitoring and self-correcting • figuring out unknown words • reading selectively • summarizing 	2, 4, 5, 7, 8, 9, 10, 12, 19, 26, 28, 33, 40, 41, 42, 44	18, 19, 20, 21, 22, 23, 24, 25, 26	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33	

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	Reading	Word Analysis	Vocabulary	Response to Text
B7 use a variety of strategies after reading and viewing to confirm and extend meaning, including <ul style="list-style-type: none"> • self-monitoring and self-correcting • generating and responding to questions • generating a response • visualizing • retelling and summarizing • using 'text features' to locate information • using graphic organizers to record information 	1, 6, 11, 17, 18, 20, 21, 29, 30, 31, 34, 36			1, 2, 3, 4, 5
Thinking (Reading and Viewing)				
B8 respond to selections they read or view, by <ul style="list-style-type: none"> • expressing an opinion with some supporting evidence • making text-to-self, text-to-text, and text-to-world connections • giving reasons for choosing to read or view particular texts 	22, 27, 43			2, 3
B9 read and view to extend thinking, by <ul style="list-style-type: none"> • predicting • developing connections and explanations • distinguishing between fact and fiction • drawing conclusions 	3, 13, 16, 23, 37, 39			2, 4, 5, 6
B10 reflect on and assess their reading and viewing, by <ul style="list-style-type: none"> • referring to class-generated criteria • setting goals and creating a plan for improvement • taking steps toward achieving goals 				
Features (Reading and Viewing)				
B11 recognize and derive meaning from the structures and features of texts , including <ul style="list-style-type: none"> • form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive) • literary elements (e.g., plot, conflict, theme, character, setting) • literary devices (e.g., imagery, simile, rhyme, rhythm, alliteration) • 'text features' (e.g., headings, diagrams, columns, sidebars) 	14, 15, 24, 25, 32, 35, 38, 45, 46, 47, 48	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 27, 28, 29, 30		1, 2

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Writing British Columbia Curriculum, 2006 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Response to Text
Purposes (Writing and Representing)			
C1 create a variety of clear personal writing and representations that express connections to personal experiences, ideas, and opinions, featuring <ul style="list-style-type: none"> • ideas supported by related details • sentence fluency using a variety of sentence lengths and patterns • experimentation with word choice by using new and different words • an emerging voice demonstrating a developing writing style • an organization that is meaningful and logical 			2, 4
C2 create a variety of clear, easy-to-follow informational writing and representations, featuring <ul style="list-style-type: none"> • ideas that are adequately developed through relevant details and explanations • sentence fluency through a variety of correctly constructed sentences • word choice by using some new and precise words including content-specific vocabulary • a voice that demonstrates interest in and knowledge of the topic • an organization that includes an introduction, and logically connected and sequenced details 			1, 3
C3 create a variety of imaginative writing and representations following patterns modelled from literature, featuring <ul style="list-style-type: none"> • ideas developed through interesting sensory detail • sentence fluency developed through experimenting with some smooth patterns, and phrasing that is beginning to sound natural • experimentation with word choice by using new, unusual words and varied descriptive and sensory language • an emerging voice demonstrating a developing writing style • an organization that develops logically from an engaging opening through to a satisfying ending 			5
Strategies (Writing and Representing)			
C4 use a variety of strategies before writing and representing, including <ul style="list-style-type: none"> • setting a purpose • identifying an audience • participating in developing class-generated criteria • generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics 			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
C5 use a variety of strategies during writing and representing to express thoughts, including <ul style="list-style-type: none"> referring to class-generated criteria referring to word banks examining models of literature/visuals using information from multiple sources consulting reference materials revising and editing 			
C6 use a variety of strategies after writing and representing to improve their work, including <ul style="list-style-type: none"> checking their work against established criteria revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization) editing for conventions (e.g., capitals, punctuation, spelling) 	18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36		1, 2, 3, 4, 5
Thinking (Writing and Representing)			
C7 use writing and representing to express personal responses and opinions about experiences and texts			1, 2, 4, 5
C8 use writing and representing to extend thinking, by <ul style="list-style-type: none"> developing explanations expressing an alternative viewpoint demonstrating new understandings 			3
C9 reflect on and assess their writing and representing, by <ul style="list-style-type: none"> referring to class-generated criteria setting goals and creating a plan for improvement taking steps toward achieving goals 			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
Features (Writing and Representing)			
C10 use the features and conventions of language to express meaning in their writing and representing, including <ul style="list-style-type: none"> • complete simple and compound sentences • various sentence types (e.g., declarative, interrogative, imperative, exclamatory) • paragraphs, with some accuracy • correct subject-verb agreement • past and present tenses • noun and pronoun agreement • capitalization in titles of books and stories • punctuation at the end of sentences • apostrophes to form common contractions and to show possession • commas in a series, dates, addresses, and locations • new words from their oral language and reading experiences • spelling phonically regular, three-syllable words, by applying phonic knowledge and skills and visual memory • conventional Canadian spelling of familiar words, and spelling of unfamiliar words by applying generalizations to assist • strategies for correctly spelling frequently misspelled words • legible print, and begin to show proper alignment, shape, and slant of cursive writing • spacing words and sentences consistently on a line and page 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	1, 2, 3, 4, 5

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Mathematics British Columbia Curriculum, 2007 Specific Expectations	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	Math Processes
Number			
A1 say the number sequence forward and backward from 0 to 1000 by <ul style="list-style-type: none"> • 5s, 10s or 100s using any starting point • 3s using starting points that are multiples of 3 • 4s using starting points that are multiples of 4 • 25s using starting points that are multiples of 25 [C, CN, ME]			
A2 represent and describe numbers to 1000, concretely, pictorially, and symbolically [C, CN, V]	1, 3, 5		
A3 compare and order numbers to 1000 [CN, R, V]	4, 9, 20		
A4 estimate quantities less than 1000 using referents [ME, PS, R, V]			
A5 illustrate, concretely and pictorially, the meaning of place value for numerals to 1000 [C, CN, R, V]			
A5 illustrate, concretely and pictorially, the meaning of place value for numerals to 1000 [C, CN, R, V]	8, 11, 37,	29	
A6 describe and apply mental mathematics strategies for adding two 2-digit numerals, such as <ul style="list-style-type: none"> • adding from left to right • taking one addend to the nearest multiple of ten and then compensating • using doubles [C, ME, PS, R, V]			
A7 describe and apply mental mathematics strategies for subtracting two 2-digit numerals, such as <ul style="list-style-type: none"> • taking the subtrahend to the nearest multiple of ten and then compensating • thinking of addition • using doubles [C, ME, PS, R, V]			
A8 apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context [C, ME, PS, R]		33, 36	
A9 demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1, 2 and 3-digit numerals) by <ul style="list-style-type: none"> • using personal strategies for adding and subtracting with and without the support of manipulatives • creating and solving problems in contexts that involve addition and subtraction of numbers • concretely, pictorially, and symbolically [C, CN, ME, PS, R]	34	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 31, 32	

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
A10 apply mental mathematics strategies and number properties, such as <ul style="list-style-type: none"> • using doubles • making 10 • using the commutative property • using the property of zero • thinking addition for subtraction • to recall basic addition facts to 18 and related subtraction facts [C, CN, ME, R, V]		30	
A11 demonstrate an understanding of multiplication to 5×5 by <ul style="list-style-type: none"> • representing and explaining multiplication using equal grouping and arrays • creating and solving problems in context that involve multiplication • modelling multiplication using concrete and visual representations, and recording the process symbolically • relating multiplication to repeated addition • relating multiplication to division [C, CN, PS, R]	28	25, 26 (beyond 5×5)	
A12 demonstrate an understanding of division by <ul style="list-style-type: none"> • representing and explaining division using equal sharing and equal grouping • creating and solving problems in context that involve equal sharing and equal grouping • modelling equal sharing and equal grouping using concrete and visual representations, and • recording the process symbolically • relating division to repeated subtraction • relating division to multiplication (limited to division related to multiplication facts up to 5×5) [C, CN, PS, R]	29, 40	27, 28, 35	
A13 demonstrate an understanding of fractions by <ul style="list-style-type: none"> • explaining that a fraction represents a part of a whole • describing situations in which fractions are used • comparing fractions of the same whole with like denominators [C, CN, ME, R, V]	25, 48		
Patterns and Relations			
Patterns			
B1 demonstrate an understanding of increasing patterns by <ul style="list-style-type: none"> • describing • extending • comparing • creating patterns using manipulatives, diagrams, sounds, and actions (numbers to 1000) [C, CN, PS, R, V]	7, 14, 30, 36, 38, 43, 47		

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
B2 demonstrate an understanding of decreasing patterns by <ul style="list-style-type: none"> describing extending comparing creating patterns using manipulatives, diagrams, sounds, and actions (numbers to 1000) [C, CN, PS, R, V]			
Variables and Equations			
B3 solve one-step addition and subtraction equations involving symbols representing an unknown number [C, CN, PS, R, V]	33		
Foundational Skills: Repeating Patterns	5, 12, 16, 27		
Shape and Space			
Measurement			
C1 relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years) [CN, ME, R]	26, 36, 42		
C2 relate the number of seconds to a minute, the number of minutes to an hour, and the number of days to a month in a problem-solving context [C, CN, PS, R, V]			
C3 demonstrate an understanding of measuring length (cm, m) by <ul style="list-style-type: none"> selecting and justifying referents for the units cm and m modelling and describing the relationship between the units cm and m estimating length using referents measuring and recording length, width, and height [C, CN, ME, PS, R, V]	42		
C4 demonstrate an understanding of measuring mass (g, kg) by <ul style="list-style-type: none"> selecting and justifying referents for the units g and kg modelling and describing the relationship between the units g and kg estimating mass using referents measuring and recording mass [C, CN, ME, PS, R, V]			
Measurement			
C5 demonstrate an understanding of perimeter of regular and irregular shapes by <ul style="list-style-type: none"> estimating perimeter using referents for centimetre or metre measuring and recording perimeter (cm, m) constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter [C, ME, PS, R, V]	32		

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	Mathematics	Computation and Estimation	Math Processes
3-D Objects and 2-D Shapes			
C6 describe 3-D objects according to the shape of the faces, and the number of edges and vertices [C, CN, PS, R, V]	22, 24, 31, 39		
C7 sort regular and irregular polygons, including <ul style="list-style-type: none"> • triangles • quadrilaterals • pentagons • hexagons • octagons according to the number of sides [C, CN, R, V]	46		
Foundational Skills: Spatial Sense	22, 45		
Statistics and Probability			
Data Analysis			
D1 collect first-hand data and organize it using <ul style="list-style-type: none"> • tally marks • line plots • charts • lists to answer questions [C, CN, V]	2, 6, 13, 17, 18, 21, 23, 41		
D2 construct, label and interpret bar graphs to solve problems [PS, R, V]	18, 19, 35, 41, 44		